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A New Mission for Middle Grades in Kentucky

Terry Holliday, Ph.D.
Kentucky Education Commissioner

Middle School Association Board Meeting
October 29, 2012




College/Career Readiness for All

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K-PREP Scores

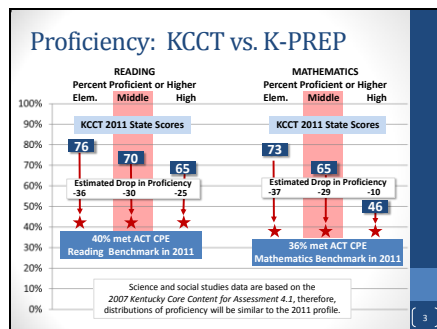
- Released Friday
- Gains in college/career-readiness
- Lower scores in English/ Language Arts and mathematics due to more rigorous standards
- Must stay the course if Kentucky students are to compete in a global economy



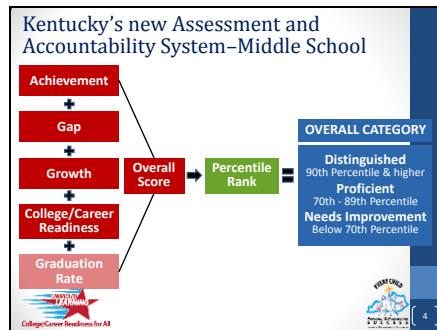
College/Career Readiness for All

Before we get into the main part of the presentation, I wanted to bring you up to date on
Assessment and accountability...

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Each school and district will receive an overall score on a scale from 1 to 100. Those scores will be rank-ordered by district and by elementary, middle and high school levels; then percentiles will be established so that each school and district will receive a percentile rank.

Schools and districts also will receive overall classifications, based on their overall scores:

Distinguished – the top 10 percent of districts or schools from the elementary, middle and high school levels (90th percentile)

Proficient – in the top 30 percent of districts or schools from the elementary, middle and high school levels (70th percentile)

Needs Improvement – schools/districts falling outside of the Proficient or Distinguished categories and not meeting their AMOs (at or below the 69th percentile)

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Other Labels Applied to Schools:

- ✓ **Reward School** – Schools of Distinction and Highest-Performing
- ✓ **Progressing** – Moving in the right direction
- ✓ **Focus School** – Underperforming schools; low achievement gap scores; low graduation rates
 - ❑ The 2012 overall score will need to improve each year starting in 2013
 - ❑ Improvement Goal is the Annual Measurable Objective (AMO)
 - ❑ If school meets AMO, it is labeled as Progressing
- ✓ **Priority School** – Current PLA schools

College/Career Readiness for All

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KENTUCKY SCHOOL REPORT CARD
 Untold Learning: College/Career-Readiness for All

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Profile | Accountability | Achievement | Learning Environment | Delivery Targets

School Address: 1000 N. 10th St., Louisville, KY 40203
 School Phone: 502-582-1000
 School Email: 1000N10th@kentucky.k12.us
 School Year: 2013-14
 School Type: 000000
 Principal Name: [Name]

School: 1000 N. 10th St., Louisville, KY 40203 - No Program

Accountability Profile | Read Generation Learners (2013)

School Contains Middle Grades

Overall Score	Percentile Rank in Kentucky	Classification	Rewards and Assistance Category
50.9	71	Proficient	

General Readiness Objective (GRO)	Overall Score 2013	State Readiness Goal	2013 AMO Goal	Overall Score 2012	Made AMO	Student Testing Participation
50.9	3.0	53.9			YES	

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Profile | Accountability | Achievement | Learning Environment | Delivery Targets

Achievement | Gap | Growth | Readiness for College/Career | Graduation Rate

Read Generation Learners	Achievement		Gap		Growth		College/Career Readiness		Graduation Rate		Total Weighted Score Summary
	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	
Elementary											
Middle	69.0	19.3	25	7	50.5	14.4	64	10.2			50.9
High											
District/State Average											

Weighted Score comes from Achievement, Gap, Growth, and College/Career Readiness points multiplied by the weights in the chart.

Grade Range	Achievement	Gap	Growth	College/Career	Total
Shown as percentages					
Middle	28	28	28	16	100

Weighted Score Summary comes from adding the weighted scores for each area.

Delivery Targets Circle animates on with click

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"Our research shows that, under current conditions, the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school."

Source: The Forgotten Middle - Ensuring that All Students Are on Target for College and Career Readiness before High School, ACT 2008.

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The implication is clear: if we want not merely to improve but maximize the college and career readiness of our students we need to intervene before high school, in the upper elementary and middle grades.


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EXPLORE Performance–Average Scores							
SUBJECT	KENTUCKY						NATION
	2006	2007	2008	2009	2010	2011	Norms set in 2010 ^a
English	13.6	13.7	13.8	14.0	13.9	14.3	14.7
Mathematics	14.2	14.4	14.6	14.9	15.2	15.3	15.5
Reading	13.8	13.7	13.9	14.2	14.2	14.4	14.6
Science	15.8	15.8	16.0	16.1	16.3	16.3	16.6
Composite	14.5	14.5	14.7	14.9	15.0	15.2	15.5

The good news is that since 2006 KY has seen a gradual increase in EXPLORE scores statewide –
The problem is the growth hasn't been fast enough.

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Based on 2011-12 EXPLORE-tested Kentucky 8th graders



- 60.6% are on track to be ready for college English Composition
- 3 out of 10 are on track to be ready for college Algebra
- 42% are on track for college credit-bearing Social Sciences courses

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Percentage of Kentucky Students Meeting Benchmarks			
	English	Math	Reading
2008-09 EXPLORE 8th Graders	56	29	35
2011-12 ACT 11th Graders	52	26	38

Note: Based on ACT benchmarks and on historical data for the same cohort of students between 8th and 11th grade.

If their EXPLORE scores indicate that a student is not on track for college readiness they will receive interventions that begin in the 8th grade and continue at the high school until the student has mastered the concepts. We must focus on getting more students on target for college and career readiness by the end of eighth grade, so that they are prepared to maximize the educational opportunity of high school.

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**Southern Regional Education Board (SREB)
Middle Grades Commission**

"Middle grades schools must have a new mission: to prepare more students for success in rigorous high school courses – and, ultimately, for most students to graduate and proceed to college or technical training. Otherwise, the students – and state economies – cannot meet the expectations of a changing, more competitive world."






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**Southern Regional Education Board (SREB)
Middle Grades Commission**

Membership: State chiefs, key state department staff, legislators, state board leaders, principals, teachers from SREB states as well as leadership from the James B. Hunt Institute, Z. Smith Reynolds Foundation



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SREB convened a middle grades commission, chaired by North Carolina Bev Perdue and comprised of state chiefs, key state department staff, legislators, state board leaders, principals, teachers, from SREB states as well as leadership from the James B. Hunt Institute, Z. Smith Reynolds Foundation.

State senator Jack Westwood and I represented Kentucky.

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**Southern Regional Education Board (SREB)
Middle Grades Commission Goals**

- Communicate and clarify the mission in every middle grades school
- Focus curriculum on literacy and STEM disciplines
- Identify students likely to drop out of school and intervene with increased learning time and accelerated instruction
- Require students to complete individual academic and career plans
- Refocus professional development for middle grades teachers, counselors and school leaders
- Hold districts and schools accountable for meeting the middle grades mission.



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Southern Regional Education Board (SREB)
Middle Grades Commission
Targets for Improvement

- At least 90 percent of 8th graders graduate from high school.
- At least 80 percent of high school graduates pursue postsecondary education and training.
- At least two-thirds of them finish a college degree or career-related credential.



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Southern Regional Education Board (SREB)
Middle Grades Commission
Recommendations

- Common standards tied to college and career readiness
- Student learning that is based on what works according to research and what doesn't (dropping programs and policies that do not improve student learning)
- Literacy as a strategy for learning in **all** courses
- Improving teachers' expertise in their subjects, especially in math and science



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Southern Regional Education Board (SREB)
Middle Grades Commission
Recommendations

- Teaching at-risk students a grade-level curriculum and providing them with the help and support needed to succeed
- Professional development as a continuing process for principals and teachers to improve their instructional practices incrementally, according to students' needs
- Integrating science, technology, engineering and math (STEM) to help students discover their interests and aptitudes in emerging careers.




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Southern Regional Education Board (SREB)
Middle Grades Commission
Recommendations

- Finding and preparing school leaders specifically for the middle grades who can motivate teachers and students
- Giving parents and students the information and experiences they need to start career and college plans
- Accountability and incentives for continuous improvement of students toward readiness for the ninth grade

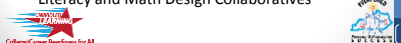



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Kentucky Key Middle Grades Strategies

- College and Career Readiness
 - Persistence to Graduation Tool
 - Targeted Interventions – Transition Courses
 - Acceleration-Project Lead The Way
 - Academic and Career Advising – ILP, Advising, Operation Preparation
- Proficiency
 - Literacy and Math Initiatives – Kentucky Middle Grade Schools of Innovation (KMSGI) Literacy and Math Design Collaboratives





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Want to highlight just a few...specifically Persistence to Graduation Tool
Literacy and Math initiatives taking place as part of the Kentucky Middle Grade Schools of Innovation

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What is the Persistence to Graduation Tool (PtGT)?

- An early warning indicator system for identifying students who may be "off-track" to graduate.
- The PtGT/Report provides critical student level data to identify specific students in need of additional intervention/support.
- Ad hoc reports from student information system




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PtGT Indicators and Weights

- Student level data is collected and weighted for the following areas:
 - number of days absent
 - grades retained
 - credit earned
 - credits attempted
 - migrant
 - LEP
 - homeless
 - gender, age, age equivalent
 - truancy, behavior, suspensions, expulsions
- Interventions can be put in place to get students back on track



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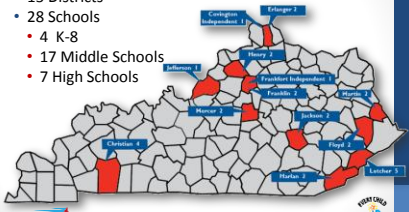
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COLLEGE/CAREER
READINESS FOR ALL

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Kentucky Middle Grade Schools of Innovation

- 13 Districts
- 28 Schools
 - 4 K-8
 - 17 Middle Schools
 - 7 High Schools



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COLLEGE/CAREER
READINESS FOR ALL

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COLLEGE/CAREER
READINESS FOR ALL

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Math (MDC) and Literacy (LDC) Design Collaboratives

- MDC model puts students in the center of problem-solving and builds student's understanding of math concepts by working through problems rather than memorizing formulas
- LDC model provides language arts assignments designed to require deeper thinking and stronger writing in English, science and social studies classes. Writing tasks push students to read analytically, synthesize ideas from multiple articles and connect that kind of learning to what they've picked up from classroom lectures or labs

WEST VIRGINIA
COLLEGE/CAREER
READINESS FOR ALL



WEST VIRGINIA
COLLEGE/CAREER
READINESS FOR ALL

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Math (MDC) and Literacy (LDC) Design Collaboratives

- Goal of the work is to provide educators with the means to:
 - Develop high-quality instructional tasks (LDC)
 - Implement these instructional tasks in various classroom settings
 - Participate in professional development with key experts
 - Implement formative assessment lessons to improve teaching and learning (MDC)



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Integrated Strategy Schools

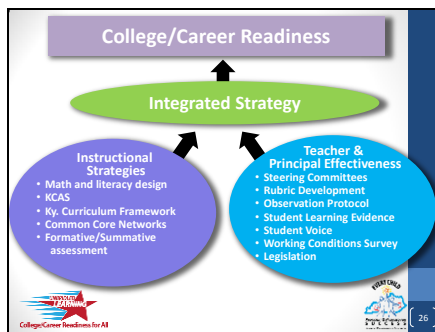
Goal of the work is to:

- Build capacity among instructional leaders, principals and teachers to deploy high-quality literacy tasks and mathematics formative assessment lessons aligned to the Kentucky Core Academic Standards
- Implement a professional growth and evaluation system to measure effective instructional practices and supports for continuous improvement
- Implement a delivery plan for tracking and monitoring use of the Professional Growth and Effectiveness System (PGES)

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